

# Evang. = Luth. Schulblatt.

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## Was Christ Crucified on Passover?

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If this question is answered solely on the basis of the facts as reported in the three synoptic Gospels, Matthew, Mark, and Luke, then the answer is decidedly and emphatically in the affirmative. If, however, the statements of the fourth Gospel are compared with those of the synoptics, it is claimed by not a few scholars that according to John's account this is not the case, and that the last meal which Christ took with His disciples, and in connection with which He instituted the Lord's Supper, was *not* the Passover, but was eaten on the evening *before* this great Jewish feast, so that it was only an ordinary meal. The question involved is *not* on what day of the week Christ was crucified, — for on this subject there is general agreement, although there have been a few scholars who have insisted that Christ died on a Thursday, — but the problem is whether the Friday on which the Lord was nailed to the cross was in that year the Passover, or the day *before* the Passover, that is, was the Friday of that week the fifteenth of the month of Nisan, on which the Jewish Passover falls, or was it the fourteenth?

The data as furnished by the synoptics are complete and of one accord. Matt. 26, 17 states that when the two disciples, Peter and John, were sent out in advance of the Lord to Jerusalem, they were directed to prepare the "passover." Mark 14, 1 states that the Passover was near at hand, and v. 12, in connection with the Lord's Supper, tells us that it was "the first day of the unleavened bread, when they killed the passover." Luke 22, 7 tells us that it was the day of the unleavened bread. Thus the synoptics agree in regarding Thursday the fourteenth of Nisan, the first month of the Jewish ecclesiastical (not secular) year, toward the end of March (Lev. 23, 5; Num. 28, 16), as the day on which the Lord's Supper was

instituted, and the fifteenth as the day of Christ's crucifixion. Christ Himself designated this as the Passover; for, according to Luke 22, 15, He says: "I have desired to eat *this passover* with you before I suffer." In addition, all the details in connection with this final meal point to the Passover; as, the dipping into the dish (Matt. 26, 23; Mark 14, 20); the passing of the first cup with the word about drinking of the fruit of the vine anew in the consummation of the kingdom of God (Luke 22, 17); the taking of the "cup of blessing" (Luke 22, 20; 1 Cor. 10, 16; 11, 25), and others. (Cf. on these details, Haas's *Commentary on Mark*, p. 291.)

But when we take up the Gospel of John, the situation seems at first sight to be a different one, as a number of passages apparently point to the thirteenth of Nisan, the day before the legal paschal meal, or the time of the Lord's Supper. There are particularly four passages that require attention in this connection, although other considerations are brought forth as auxiliary. They are these:—

John 13, 1: "Now *before* the feast of the Passover"—referring to the washing of the disciples' feet and other matters which took place on the same evening when the Lord's Supper was instituted. This form of expression, it is claimed, shows that our Lord's final meal with His disciples was eaten *before* the Passover, and accordingly could not have been the paschal supper.

John 18, 28. It is here stated that the Jews themselves "went not into the judgment-hall lest they should be defiled, *but might eat* the Passover." This last phrase is claimed to show that the Jews, on the Friday on which Christ was put to death, still expected to eat the paschal supper, and had not already eaten it.

John 19, 14 says of the day of crucifixion: "Now it was the preparation of the Passover"; and accordingly it is averred that the paschal meal was not over, but yet to come.

John 19, 31. It is here stated, not only that it was the Passover, but also: "The day of that Sabbath was a high day," from which it is argued that it is called "great" because it coincided with the first day of the festival, the fifteenth of Nisan, and was thus doubly consecrated.

Among the other passages cited from John are 13, 27—30, where Jesus says to Judas, according to the opinion of the disciples: "Buy those things that we have need of against the feast," seemingly implying that the paschal feast was yet to come.

Do these passages in John imply a different day from that expressly mentioned in the synoptics as the time when the Supper

was instituted and the Lord crucified; or can they easily and naturally be reconciled with the statements of the synoptics? The latter is decidedly the case. The fact alone that the Passover was not a day celebration, but was a church season extending over a whole week, will aid materially in solving these difficulties. It is from this Jewish custom of festival *seasons* that the Christian church-year has received her Christmas, Easter, and other *seasons*. In John 13, 1 the word "feast" can readily refer to the rest of the paschal week services, even if the passover supper in the narrow sense, with which these festivities began, had already been eaten. We sometimes say that we are spending "Christmas" with a friend, even if we have in mind the days immediately following this great day itself. This distinction between a "feast" in the narrow sense of the term, and "festival" in the wider, is found already in the Old Testament in connection with the Passover, *e. g.*, in Num. 28, 16, 17, where the paschal supper, prepared on the fourteenth of Nisan and eaten that evening, is distinguished from the festival, which began on the fifteenth and continued for seven days. The Hebrew has put but one word for "feast" and "festival" (*chog*), which is translated by the old Greek version, the Septuagint, by the same word that is used in this passage. The same term is used in Luke 2, 41, where the parents of Christ do not go to Jerusalem merely to eat the passover supper, but to celebrate the passover season. The same is true of the passage Luke 22, 1. The passage John 13, 1 can thus readily refer to the whole season, even *after* the introductory event inaugurating the festival was over.

The passage John 18, 28 is the strongest of all, because the specific word "eating" is here used, while it is customary to speak in Greek of "keeping" (rather "doing" or "observing") the festival season. It is an actual fact that good-sized books have been written on this phrase, "eating the passover," to determine whether this could possibly be "observing the festival season," or must be taken in the narrow sense of "eating" the paschal supper. If the latter were the case, then it would be impossible to harmonize John with the synoptics. That the expression "passover" is used in the Bible to comprise the seven days of unleavened bread is clear especially from Luke 22, 1, with which other passages can be compared, *e. g.*, Matt. 26, 2; John 2, 13; 6, 4; 11, 55, etc. If the object of the phrase, *i. e.*, the word "passover," can readily mean a whole week of religious festivities, then the verb governing this object can or must have a meaning wide enough to cover this object. The laws

of language thus admit the interpretation here, "observe the passover week," the word "eating" being used because their observation began with the eating of the paschal lamb. We "celebrate" Christmas down even to New Year's Day. Like so many Greek expressions in the New Testament, the phrase "eating the passover" is an imitation of Old Testament Hebrew precedents. The most noteworthy in this case is the passage in 2 Chron. 30, 22, where we read: "And Hezekiah spoke comfortably unto all the Levites that taught the good knowledge of the Lord; and *they did eat throughout the feast seven days*, offering peace-offerings, and making confession to the Lord God of their fathers." The last double phrase, which is no doubt explanatory of the one preceding it, shows that "eating" throughout seven days implies and includes the other religious rites and ceremonies belonging to the whole season's services. This is also the understanding of the old Septuagint translators, who render this as follows: "And they *fulfilled* (or *kept*) the festival of unleavened bread seven days," avoiding the word "eating" and rendering more generally "fulfil" or "keep." If we translate the New Testament phrase in the same way, *i. e.*, *keeping* the passover (instead of *eating*), then there is no trouble in making the passage John 18, 28 refer to the other six days' celebration, even if the eating of the paschal lamb in the narrow sense was already over and passed.

In John 19, 14 the difficulty is not so great. If the word "preparation" is taken in the usual New Testament sense as referring to the Jewish Sabbath, which actually occurred the next day, so that the passage would mean, "It was the preparation of the Sabbath during the passover week," there is absolutely no trouble; only if we assign to it an exceptional meaning, namely, refer it to the first day of the festival of the Passover *per se* and distinct from the Sabbath, then we have a conflict. But why hunt for one when this way of harmony is the more natural and usual? The word "preparation" is found five times in the New Testament: Matt. 27, 62; Mark 15, 41; Luke 23, 54; John 19, 31 and 42, and is regularly used of the preparation for the Sabbath observance, and not perhaps to any preparation for the Passover. The day on which Christ died was the "preparation" for the Sabbath and the Passover, or the first day of the Passover week, at the same time.

John 19, 31 can be utilized against harmony between John and the synoptics only if the writer is understood to say that this was a particularly holy day because the Sabbath and the Passover happened to fall on the same date. But this he neither says nor

implies. It was called the "great" day because it was the Sabbath of the greatest festival week in the Jewish church calender, that of Passover. The term "great" is applied to various special days in the Jewish church-year (cf. especially Robinson's *Harmony of the Gospels*, p. 253).

The other passages too, *e. g.*, John 13, 27—30, readily yield to acceptable harmonizing if we remember the fundamental fact that the "Passover" in the New Testament may mean also a "season," a "week of high church-festivals," the greatest in the Jewish church-year; and in John's Gospel the term is practically always used in this wider sense. In this Gospel there are other terms also used in unique senses; *e. g.*, "Jews" in John nearly always means only the leaders (not the people as such), of the Jews, the representatives of the hierarchy, the Pharisees, scribes, and Sadducees; and hence the term "Jews" in the fourth Gospel is almost always virtually equivalent to "enemies of Christ," although it is a well-known fact that to the last there was a large contingent of Jews, notably from Galilee, who were the friends of Christ and opposed to the schemes of the hierarchy in Jerusalem. When John wrote his Gospel, 90 A. D. or later, the Jews almost to a man were hostile to the cause of Christianity. It is only natural that John should use the term "Jews" in the sense found in his Gospel. Again, nowhere in the New Testament do we find the term "Word" (*Logos*) employed in the sense used in the prologue of John's Gospel. The word "Passover" evidently belongs to that group of words in this book which are used in a special sense. If this fact is not lost sight of, there will be no difficulty in concluding that John teaches exactly the same thing that the synoptics do, namely, that the last meal Christ ate with His disciples was the Jewish paschal supper, and that His crucifixion took place on the great Passover Day. — *Lutheran Survey*.

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## Home Geography for Rural Schools.

We learn new things by comparing them with things in our own experience. So geography should begin with things within the child's own knowledge, and then reach out in ever-widening circles until this dovetailed study takes the child to the ends of the earth and back again. For this foundation the city teacher takes a map of the city and from it builds a world. The rural

teacher has not such a well-defined starting-point, but he has an abundance of material ready to hand.

First of all, a third-grade child should know the four points of the compass, and the old plan of having him face the north and extend his arms to east and west has never been improved upon. To fix these points, have the child make sentences like the following:

My home is east of the schoolhouse.

West of the schoolyard is the county road.

Our schoolyard slopes toward the south.

The woodshed is on the northern edge of the yard.

We take the schoolyard as a basis for our work because it is familiar to all the pupils, and forms a perfect basis for our plan of going from the known to the unknown. If the teacher has a school in level country with roads along the township lines, his work is about the same as that of the city teacher, for the roads make the blocks as in the city. But to make this article as helpful as possible, I am going to consider the school as one in which I first taught, in the mountains, and with roads which ran, not along township lines, but wherever nature would allow them.

#### LEARNING TO DRAW MAPS.

Our first step in any case is to draw a map of the schoolyard. Let the class prepare by telling them to notice at recess just where each building is placed, and to fix in their memories the position of any object of interest. Then, when geography time comes, let the whole room take part in the recitation, and draw a rectangle proportioned to the dimensions of the grounds, and place within it a plan of the schoolhouse. Now get the information from the children. "Johnny, what will you have me add to the picture of the schoolyard?" "The woodshed." "Very good. Where shall I put it?" Johnny may have to point out the place on the board, but soon the woodshed is there, and some one adds another feature, until the picture is complete. The children may reproduce the map on paper should the teacher choose, but as we are teaching map-study and not drawing, this process is of little value except as busy-work.

Time is short in the rural school, so we shall not have any more in the first lesson. The next period will be devoted to going a little farther from the school, for some a little journey into the unknown.

To-day we are going to take in more of the surrounding

country. The county road runs in front of the school, and there are ranches along it on both sides. A little more than half a mile to the north is an inn and garden pavilion, while about the same distance south is a little store and a few houses. We draw this road on our map, and, after placing these points of interest along it, have the children name the places. This is a delightful game, in which they take great pleasure; so we go still farther away from our base and allow some child to add other points of interest for the rest to guess about. This will soon necessitate the drawing of the schoolyard on a smaller scale in order that we may get room on the blackboard for the rest of the lesson. The wise teacher will not let this opportunity slip, but will tell the children that this is just exactly the way book-maps are made. It is helpful to take the geography and show a map of a small division, possibly just one city, then show this city on the same-sized map of a State, showing that the city has become a dot, and so on, until, on a larger map, the State is no larger than a block of the city on the first map.

We will suppose that the map-drawing has progressed until the schoolyard has all but disappeared, and some of the surrounding villages or towns have appeared, with the roads leading to them. This fixes a map in the correct way, and prepares the children for a study of book-maps. A pupil with this foundation can look at a map of the New England States and see Providence at the bottom of the page without trying to locate it on the extremity of Florida when he sees a map of the United States.

#### STUDYING PRODUCTIONS.

Let us move on to something else besides map-work. We are ready for a study of productions, and to approach it properly, we must know something about climatic conditions. A globe is necessary now, for we are going to show how the sun's rays strike directly from the Tropic of Cancer to the Tropic of Capricorn, less directly to the Circles and, at certain periods of the year, neglect the frigid zones entirely. We make this little explanation, so that the children can see why one place is warmer than another; for it is necessary to know this before we can show that different things grow in other parts of the world. If the room can be darkened, a cone of paper can be made to direct the rays of a candle upon the globe; but if the visual method cannot be employed, the theory can be explained by bringing in the aid of the blackboard.



From the very third grade up children should be given to understand that telling whether a place is hot or cold is not a recitation upon climate. A knowledge of rain is absolutely important. If you have a wood-stove, this will be one occasion when it is not a trial. Get a teakettle, build a good fire, and have the teakettle steam away like an amateur engine. Explain to the children that the sun changes the water to vapor in the same manner. We do not see it rising, just as there is nothing visible right at the spout of the teakettle, but when it becomes cooled, we see the cloud of steam just as we see the cloud in the sky. A cold plate held over the steam will cause condensation, and we have the whole phenomenon of nature visibly presented.

We will now consider that we are in a moderately rainy district of the temperate zone, but the same method could be followed in the arctic or on the desert. We are going to make a list of products common to our school district. Begin by having the children tell what they had for dinner the day before, and if it was fresh meat or vegetables, put them on the list. Where something is mentioned which connects with the Old World, as tea or coffee, show on the globe where these things come from, and tell something about the ship which brings the goods over, how these products are raised, and about the people who produce them. This is a wandering from the lesson, to be sure, but it is education, for it excites an interest and a desire to learn more. Most teachers can remember some instructor in the past who delighted in wandering away from the lesson, and they thought at the time that they were coaxing him away from the path of duty, but that very fact made him live longer in memory, and many points were fixed simply because they were unexpected. I still remember studying about a northern country in which the people could hang out their meat and have it frozen so hard that it could be splintered with a hammer. I have never forgotten a suggestion that meat slivers would be uncomfortable to have flying around, and, as a consequence, I always remember the cold winters of that country.

The production list may be lengthened by visits to the little store to see what articles are brought in for sale, and each child will help by telling what is raised on the farm.

Probably some of the products are sent to a near-by town to be manufactured. A study of this shows to the child the interdependence of city and country, and he finds that each person has a certain duty to his fellows which he must fulfil if he is to be a useful citizen.



What is the use of all this study of productions? When the pupil is more advanced and takes up the study of an unknown country, he looks at the map, notices the position as regards zones, the placing of the mountains, and exclaims, "Why, that is just like our country, and it has the same climate. The people there must also be raising wheat, and these cities I see are probably engaged in the manufacture of flour."

I hope the foregoing will be a help to the teacher of geography in the rural school, and that I have given enough to show that there is a well-defined method reaching out through the upper grades. But I cannot close without urging him to look close at hand for his material. If there is a river near, it should be used instead of a definition from the book, and whenever it is necessary to take up an unknown topic, it should be related to something in the neighborhood. — *Normal Instructor*.

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## State Board Questions of 1916 with Answers.

### ARITHMETIC.

#### COMMON SCHOOL AND PRIMARY.

1. My sitting-room is 15 feet 6 inches long, 14 feet wide, and 10 feet high; what will it cost to paper the walls with paper 18 inches wide, there being 8 yards in the roll, at 50 cents a roll, no allowance being made for doors and windows?

2. Give a brief solution for the following: Express respectively in terms of the next smaller unit: 37.5 ft., 48 gal., 75 lbs., 6 T., 81 sq. ft.

3. Draw a rectangle 2 in. long and 1 in. wide. Show that  $\frac{1}{2}$  of  $\frac{3}{4}$  of it =  $\frac{3}{4}$  of  $\frac{1}{2}$  of it.

4. Explain what is meant by uniform scale; a varying scale. Give an illustration of each.

5. A merchant bought  $\frac{3}{4}$  of a vessel for \$15,000, and sold  $\frac{3}{4}$  of his share at a gain of 8%; how much did he receive?

6. Write an ordinary promissory note in complete proper legal form, making John Smith the maker and Wm. Jones the payee. Make the face \$315.19, the rate 7%, the time 3 yrs. 7 mos. 13 d.

7. If the above note is given January 1, 1913, and discounted at 6% August 15, 1915, what are the proceeds?

8. A man owns 400 acres of coal land, the coal-bed being 10 ft. thick. Allowing 35 cu. ft. to the ton, how many tons of coal in the bed?

## PRIMARY.

9. To what extent should problems in reasoning be assigned to pupils in the primary grades?

10. What method of teaching long division has proved most successful in your experience?

11. In the fundamental operations, should the figures to be added or deducted from succeeding columns be written on the board by the primary pupils, or held in mind until the next step is taken?

## ANSWERS.

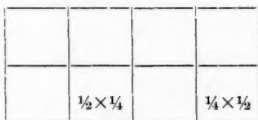
1. Perimeter of room is 59 ft.; height is 10 ft.; hence the walls contain 590 sq. ft. There will be two answers:

a) If we use the *actual size* of a roll of paper, 36 sq. ft. to the roll, we shall have  $590 \div 36 = 16.4$  rolls, that is 17 rolls, at 50 cts. per roll, \$8.50.

b) If we use the *paper-hangers'* rule, counting 30 sq. ft. to the roll, we shall have  $590 \div 30 = 19.6$  rolls, that is 20 rolls, at 50 cts. per roll, \$10.00.

2. 37.5 ft. = 450 in.; 48 gal. = 192 qts.; 75 lbs. = 1200 oz.; 6 T. = 120 cwt.; 81 sq. ft. = 11,664 sq. in.

3. The two small squares are evidently equal. The small square on the left is  $\frac{1}{2}$  of  $\frac{1}{4}$  of the 2 sq. in.; the one on the right is  $\frac{1}{4}$  of  $\frac{1}{2}$  of the same sq. in.



4. A uniform scale is one whose units do not change, as a yardstick, a pound weight. A varying scale is one whose units are not constant, as in case of a watch which is set to run too *fast* or too *slow*.

5.  $\frac{3}{4} \times \$15,000 = \$11,250$ ;  $\$11,250 + \$11,250 \times 0.08 = \$12,150$ , the amount received.

6. \$315.19.

Richmond, Ind., January 1, 1913.

Three years, seven months, and thirteen days after date, I promise to pay William Jones, or order, Three Hundred Fifteen Dollars and Nineteen Cents, and 6% attorney's fees. Value received without any relief from valuation or appraisement laws. The maker and endorsers severally waive presentment for payment, protest, and notice of protest for non-payment of this note,

and all defenses on the ground of an extension of the time of its payment that may be given by the holder or holders, to them or either of them.

With seven (7%) per cent. interest from date until paid.

Due August 14, 1916.

JOHN SMITH.

7. Note is due August 14, 1916, 3 yrs. 7 mos. 13 d. from January 1, 1913. Amount of \$315.19 at this date, 7%, is \$395.02. This amount is discounted August 15, 1915, at 6%. Discount period, August 15, 1915, to August 14, 1916, is 11 mos. 29 d. \$395.02 discounted at 6% for 11 mos. 29 d. yields \$371.38 proceeds.

8.  $400 \times 43,560 \times 10 \div 35 = 4,978,285$  T.

9. Very limited extent.

10. Personal required.

11. Be written on the board for a short time or until the child has control of the process.

#### GEOGRAPHY.

1. Name three localities having unusually heavy rainfall. What conditions are favorable to rainfall?

2. If you contemplated engaging in cattle-raising, where would you locate? Why?

3. Which one of the cities on the western coast will likely grow to be the metropolis of the western coast? Why?

4. What are the duties of the Secretary of Agriculture?

5. Explain how a salt lake is formed. Why are most lakes fresh-water lakes?

6. Distinguish between the terms: British Empire, British Isles, Great Britain, and England.

7. How are latitude and longitude determined on the map? To what class of people is this knowledge indispensable?

8. Explain land- and sea-breezes.

#### PRIMARY.

9. Discuss the difference between hearing a child recite in geography, and teaching him the subject.

10. What place have maps in geography teaching?

11. What field work can be done in primary geography teaching?

#### ANSWERS.

1. The northwestern coast of North America has heavy rainfall. This is a mountainous coastline and the westerly winds blowing against the westward slopes are compelled to rise. Ex-

panding as they rise, they are cooled (by the expansion), and the water vapor is condensed sufficiently to produce heavy rainfall. The southern slopes of the Himalayas in northern India receive the monsoon winds and cause a heavy rainfall by the same process as that detailed above for western North America. In equatorial regions, *e. g.*, in the Amazon Valley, the air is warmed, rises, expands, and cools, producing the very heavy rainfall of that region.

2. This question will doubtless inspire a variety of answers, but for the resident of Indiana his own State affords probably as good opportunities for stock-raising as any region. This is because the best pasture and meadow grasses grow here, and corn, one of the best fattening foods, is abundant. It is near good markets and the keeping of stock is a great factor in maintaining the fertility of the soil.

3. San Francisco. Because it has the lead of the west coast cities, being nearly twice as large as Seattle or Portland. It has the largest and best harbor near the ocean, while Seattle is 200 and Portland nearly 100 miles from the ocean.

4. The duties of the Secretary of Agriculture are primarily the promotion of agriculture as a science and as an art. Investigation of methods of soil conservation and improvement; the analysis of soils and the study of their adaptation to various crops, drainage and irrigation problems; the introduction of new plants and the improvement of established varieties; the restraint and eradication of animal and plant diseases and pests; the carrying on of experiments along many agricultural lines and publication of the results, and the conduct of many lines of information and education are among the duties of this office.

5. Salt lakes are caused by the accumulation of minerals in the waters when there are incoming streams and no outlet. The water is removed by evaporation, leaving the salt. Most lakes are fresh because they have outlet streams, and these carry the salt out as fast as the tributary streams bring it in.

6. The British Empire includes the British Isles and all other countries under the British government, whether lands conquered and held discovered and claimed on that account or held as colonial possessions. The British Isles comprise Great Britain, Ireland, and the smaller surrounding islands. Great Britain is the largest island of the group of which England, Scotland, and Wales are the divisions, while England is but the largest part of the island of Great Britain.

7. Latitude is determined on a map by lines called parallels

running east and west. These are numbered at the ends of the lines to indicate degrees north or south of the equator which is marked zero. Longitude is determined by meridians or north-south lines numbered east or west from one marked zero (*i. e.*, the prime meridian) up to 180°. Sailors find this knowledge indispensable.

8. Land is heated more rapidly by the sun's rays than water. It also gives off or radiates the heat that it gets more rapidly than water. During the day the land becomes warmer than the water, and the air over the land becomes lighter than that over the water. The air then moves from the water over the land, forming the sea-breeze. At night the air over the land becomes cooler and heavier than that over the water, and moves toward the sea, giving rise to the land-breeze.

#### PRIMARY.

9. Recitation is but one device for testing the pupil's knowledge. Observation of geographical forms and processes in field work, illustration, description, reading, story-teaching, map and model study are a few additional devices for teaching the subject.

10. The simple map of a small area may be developed early in primary geography work. The diagram showing the position of the schoolhouse in relation to surrounding fields or lots leads to the modes of expressing distance, direction, outline, etc. The movement to the use of simple maps is easy and useful.

11. Many simple facts may be observed, such as rocks, soils, stream-work, effects of frost, moisture, sunshine, winds, clouds, etc. The observable simple facts of interest and value are numberless.

#### UNITED STATES HISTORY.

1. Describe the work of La Salle. What were his aims?
2. What events led to the Boston Tea Party?
3. Why did the British wish to get control of the Hudson River during the War of Independence?
4. Why were the New England Federalists bitterly opposed to the Embargo Act?
5. What is meant by "a tariff for revenue with incidental protection"?
6. What was the Emancipation Proclamation? When issued?
7. What perplexing questions confronted Congress at the close of the Civil War?
8. How are the members of the national House of Representatives elected? For how long? Give qualifications.

## PRIMARY.

9. What provision is made in the State course of study for the teaching of Civics in the primary grades?

10. What essential principles of good citizenship can be developed in children in the primary grades? How?

11. Name four supplementary books that contain historical material suitable for fourth-grade pupils.

## ANSWERS.

1. (a) La Salle took up the work of Champlain and completed the work of discovery begun by Marquette. He discovered the Ohio, floated down the Mississippi to its mouth, and took possession of the vast region in the name of France. (b) To establish a new France, and to establish a line of forts to protect the French interests, and to establish a profitable fur trade.

2. The port duties that were imposed in 1767 on paints, tea, etc., and the refusal of the colonists to import or use goods from England.

3. To separate New England from the rest of the colonies.

4. It interfered seriously with their commerce.

5. It means that a tariff is placed on foreign goods primarily to raise funds for government expenses; and secondarily it protects home products.

6. (a) It declared that if the seceded States did not lay down their arms and return to the Union before January 1, 1863, all persons held as slaves within the Confederate lines should be thenceforth and forever free. (b) September 22, 1862. "Five days after Lee was defeated at Antietam."

7. What to do with the ex-slave. What to do with the ex-Confederate soldier. What to do with the States that had left the Union.

8. (a) By the people. (b) Two years. (c) Must be at least twenty-five years of age. (d) Must be a resident of the United States for seven years; and must live in the district which he represents.

9. See State course of study.

10. Honesty, independence, loyalty, etc. Example of the teachers and by talks, which are illustrated so simply that primary children can understand.

11. (1) *American Hero Stories*; (2) *American Explorers*; (3) *Builders of Our Country*; (4) *Story of Indiana and Her People*.

**SOCIOLOGY AND MODERN SOCIAL PROBLEMS.**

1. What does the author mean by the term "society"?
2. What is meant by Social Statics and Social Dynamics?
3. Name five arguments in favor of monogamy in sex relations.
4. Give the evolution of all moral codes.
5. Name five objective causes and five subjective causes of poverty.
6. Name five effects of war upon social evolutions.
7. Professor Devine names ten conditions essential to a normal social life. Give at least six of these conditions.
8. What remedies would you suggest to prevent crime?

**ANSWERS.**

1. Society is people living in cooperative relationship.
2. Social Statics deals with the organization of society as it exists to-day; Social Dynamics deals with the origin and growth of this organization.
3. (a) Man is instinctively monogamous. (b) Monogamy is necessary to the welfare of children. (c) Monogamy is necessary to the perpetuity of the race. Promiscuity produces sterility, and is therefore suicidal for a nation or race. (d) Monogamy is essential to individual happiness. Promiscuity is the short road to human misery. (e) Monogamy is necessary to moral integrity. Promiscuity is the bestial torrent, which levels all standards of morality before it.
4. There may be said to be an evolution of the moral code in the sense that society is driven by the necessities of the struggle for survival to adopt revealed standards of conduct. This does not mean that the code is a generalization of human experience.
5. (a) Objective causes of poverty: Impoverished natural resources and unfavorable physical conditions; unfavorable economic conditions; defective education; unwise charity; unrestricted immigration. (b) Subjective causes of poverty: Physical and mental defectiveness; intemperance and sexual vice; shiftlessness; degeneracy; the broken home.
6. It is claimed that war has brought about: higher forms of social organization, better governments, social classes, higher morality, larger and stronger national units.
7. See pp. 308, 309, Ellwood's *Modern Social Problems*.
8. Conservation of the family life, moral and religious education, enforcement of law, elimination of the saloon and brothel, elimination of degeneracy, greater social justice.



**SCIENCE OF EDUCATION.**

1. Outline the doctrine of apperception.
2. Discuss the significance of ideals in relation to social efficiency.
3. How may a child be led to think for himself?
4. What is a sensorimotor circuit?
5. Does esthetic development get its full share of attention in the schools? Give reasons for your answer.
6. Defend your attitude towards the question of fighting among schoolchildren.
7. Make a classification of the instincts.
8. What are the arguments for and against self-government in the schools?

**PRIMARY.**

9. State some of the symptoms and evil effects of adenoids.
10. Illustrate the use of suggestion.
11. Discuss the statement: "Good teaching is stimulating the pupils to self-activity."

**ANSWERS.**

1. The factors in apperception are sensation, memories, and past experience. Whatever passes the threshold of consciousness is interpreted in the light of our "apperceiving mass." This is called apperception.
2. Ideals are important in all efficiency. An ideal is an idea plus emotion. It is the primary function of the teacher to inspire as well as instruct.
3. A child may be led to think for himself by placing him in a situation where he needs to think, and then by not doing the thinking for him.
4. A sense organ is stimulated. The impulse is transmitted to a sensory center. It then is communicated to a motor center and leaps out through the muscles. This constitutes a sensorimotor circuit.
5. No. The subject is a difficult one, lending itself with difficulty to analysis. It is more difficult to inspire appreciation than to give information.
6. Fighting is a primitive instinct. To reason and arbitrate is an acquired art in civilization. This acquired art should be cultivated. However, there are occasions when a boy is justified in fighting. The bully should "get his" through a sound thrashing.

7.

<i>Instincts.</i>	Individualistic	<ul style="list-style-type: none"> <li>Fear</li> <li>Pugnacity</li> <li>Emulation</li> <li>Collecting</li> <li>Hunting</li> <li>Construction</li> </ul>
	Racial.....	<ul style="list-style-type: none"> <li>Love</li> <li>Jealousy</li> <li>Parental, filial</li> <li>Gregariousness</li> </ul>
	Social.....	<ul style="list-style-type: none"> <li>Sympathy</li> <li>Love of approval</li> </ul>
	Adaptive.....	<ul style="list-style-type: none"> <li>Curiosity</li> <li>Imitation</li> <li>Play</li> </ul>

8. Arguments for self-government: Strengthens character; prepares for citizenship; relieves teacher. Arguments against self-government: Does not work; assumes capacity which children do not possess; undervalues obedience.

9. Symptoms of adenoids: Open mouth, difficult breathing, inarticulate speech. Effects: Low vitality, low moral tone.

10. Getting an idea without going through the ordinary processes of thought to reach that idea is suggestion. Surrounding the child with the right action in order to get correct behavior is an illustration.

11. All growth and development comes from within. Stimulation of the nervous system induces activity, and from this process consciousness is evolved. Therefore good teaching assumes stimulation of the nervous system.

#### EVERY-DAY PROBLEMS IN TEACHING.

1. What effect has corporal punishment on the pupils in the schools of Germany? In France?

2. How would you deal with the boy who refused to tell on his playmates, but insisted on being loyal to the "crowd"?

3. Distinguish between guiding and helping a pupil. Which should a teacher do?

4. Which of the common school subjects are predominantly technical or formal?

5. How much time should a teacher take for the assignment of lessons?

6. Why is the "spoiled child" seldom happy?

7. Explain the following: "A large per cent. of those who fail in arithmetic fail because they cannot read."

8. What is the fault of most "parent-teaching"?

## ANSWERS.

1. French children show greater spontaneity, but less respect for rules and regulations than German children. The latter are more docile and accomplish more work.

2. It would be better perhaps to deal with the crowd as a whole, endeavoring to develop in it a sense of fair dealing and fair play in their relations to the teacher and school.

3. Guiding causes one to consider the situation before him, so that he may see how he ought to move. Helping may consist in doing the work without giving power of initiative.

4. The mechanics of reading, spelling, writing, fundamentals of number, and grammar.

5. Sufficient time should be used to clear the requirements of the assignment. This will vary from a few minutes to fifteen, twenty, twenty-five, according to the nature of the subject.

6. He is in conflict with most persons and things about him. His bad hygienic habits cause discomfort. He is a "misfit."

7. Failure to grasp the meaning of words—to be able to get the thought from print—is the cause for many failures in arithmetic work.

8. In most "parent-teaching" the work is really done by the parent for the child instead of guiding him so that he may do it for himself.

**PHYSIOLOGY AND SCIENTIFIC TEMPERANCE.**

1. Distinguish between cartilage and tendons, and state the functions of each.

2. Show the evil effects of too little exercise.

3. Explain the changes that take place in the lungs in an act of breathing.

4. Describe the structure of the teeth.

5. Define a narcotic, and mention five that are in common use.

6. Describe the most approved methods of heating a school-room.

7. Discuss the advantage of perfect drainage and sewerage systems to a city.

8. Suggest the means by which a community may purify its water supply.

**PRIMARY.**

9. Discuss the care of the skin. How can you interest primary pupils in this matter?

10. What relation has the playground to questions of health and sanitation?

11. What are the principal provisions of the "Medical Inspection" law in Indiana?

#### ANSWERS.

1. Cartilage is non-fibrous, homogeneous, and provides cushions and bearing surfaces for joints. Tendons are fibrous, and serve as attachments for muscles, making possible a reduction of bulk at the joints.

2. The first effect is sluggish circulation. This, by reason of insufficient aeration of the blood, results in poor oxidation in the body cells and accumulation of poisonous waste. As a result, nutrition is impaired, the muscles lose in vigor and firmness, excretion is retarded, and the general tone of the system is lowered.

3. Inspiration—lungs are expanded as air is forced in. Each cell fills with air, those nearest the bronchi first. The blood-vessels distend, and the temperature is lowered slightly. During the period of suspense following, an exchange of gases takes place through the alveolar walls, and the blood changes in appearance from dull red to bright scarlet. Expiration—contraction of alveoli as chest walls force the air out. Exhaled air is high in  $\text{CO}_2$ , moisture, and organic matter.

4. The interior is a pulp cavity containing blood-vessels and nerves. This extends through the roots and enlarges in the crown. Surrounding this is a wall of porous dentine, which increases in density toward the periphery. The dentine is covered by a layer of hard enamel, which covers the exposed portion or the crown. The roots are imbedded in sockets in the maxilla, being held in place by a fibrillary structure known as periodontal membrane.

5. A narcotic is a substance which exerts a soporific influence on the senses. Tobacco, opium, cocaine, morphine, laudanum.

6. The three general plans, steam, hot water, hot air, all have their adherents. — In general, it is found best to provide an outlet for foul air on the same side of the room as the intake, the radiators being placed under the windows by preference. If a stove is used, it may be encased in a sheet-iron jacket, within which fresh air is introduced by an intake in floor. A foul-air flue warmed by the stovepipe will serve for exhaust.

7. The refuse of a city would be a terrible menace to health and life if allowed to accumulate, or if imperfectly disposed in

cesspools and faulty drains. Sewer gases as well as bacteria and protozoa would soon give rise to an epidemic of disease. A perfect drainage system is therefore of prime importance, and for the safety of others proper reduction and disposal of sewage is also important.

8. The means will depend somewhat on natural conditions. Filtration through sand-beds is effective and generally practicable. Sedimentation by the aid of coagulants and settling basins is helpful, and a combination of the two systems is most commonly in use.

9. The skin is an important excretory organ-as well as a physiological thermostat. As the human body has a very limited range of temperature, the latter action is extremely important. This temperature control depends directly on the flow of perspiration, and anything which interferes with this is extremely dangerous. This is why the pores of the skin must be kept free from accumulation of dirt and discharges. Cleanliness of the skin is vital to health. The skin is the natural barrier to the approach of disease. Any abrasions, therefore, should be protected and healed as rapidly as possible. If these things are explained to primary pupils in a way suited to their years, they may be given a vital interest in the proper care of the skin.

10. A direct relation. Proper use and care of the playground are necessary for safeguarding health.

11. Space will not permit a full answer.

#### LITERATURE.

1. What Geography and History should be correlated with *Adam Bede*? *Don Quixote*? *The Leopard's Spots*?

2. Name the book and its author in which each of these characters appears: Amelia Sedley, Cosette, Tom Pinch.

3. What place does Chaucer occupy in the history of literature?

4. Who wrote *The Corn Song*? *Conquest of Peru*? *Wolfe and Montcalm*?

5. "He smote the rock of national resources, and abundant streams gushed forth." Explain the Biblical allusion.

6. Write a character sketch from Thackeray.

7. What is meant by coherence in a literary composition?

8. Which should be taught first, description or narration? Why?

## PRIMARY.

9. Discuss the value of whole pieces of literature as compared with fragments of literature as reading materials for the grades.
10. Name three good literary readers suitable for the second grade.
11. Discuss the value of oral composition in the primary grades.

## ANSWERS.

1. England in the 19th century; Spain in the Age of Chivalry; United States with the geography of the Civil War and the history of slavery.
2. *Vanity Fair*, Thackeray; *Les Miserables*, Hugo; *Martin Chuzzlewit*, Dickens.
3. The Fourteenth Century.
4. Whittier; Prescott.
5. The children of Israel were suffering with thirst in the desert, when God commanded Moses to smite a rock. He did so and a stream of water gushed forth. Num. 20, 11.
6. Subject, Becky Sharp. Sketch should portray her vivacity and attractiveness, her indomitable will in overcoming all obstacles to her social ambitions, and her want of rigid scruples in attaining them. A brief story of her life might also be given.
7. Coherence is the quality by which the parts of a composition are properly and smoothly joined together. It requires that each part shall be in its logical place, shall grow naturally out of the preceding part, and shall be joined by proper connectives and transitional expressions.
8. Narration, because it is simpler and comes first in the natural order of development of the child.
9. Whole pieces are preferable, provided they are not too long. As a rule, a piece should be completed at one reading, as otherwise there is apt to be some loss in attention and in the child's conception of unity of the selection. On the other hand, a fragment of sufficient length for one reading may be of value if it is sufficiently detached in context to present an impression of unity and wholeness when separated from the rest of the piece.
10. Any of the publications of reputable houses may be named.
11. This is of prime importance as oral expression is the natural method and most used in the growing period. At first it should be informal and generally conversational, gradually leading into exercises of greater length and difficulty.

**READING.**

1. Name one poem by each of the following authors, and indicate the grade in which each poem may be most profitably taught: Tennyson, Browning, Lowell, Longfellow, Whittier.
2. What should be the teacher's aim in teaching the "Legend of Sleepy Hollow"?
3. Name three good stories of heroes, and indicate the grade to which each is suited.
4. To what extent should the lecture-method be used in teaching literature in the grammar grades? Give reasons.
5. Give three ways in which a library can be of service in the work of teaching reading.
6. In purchasing (say) twenty books for supplementary reading, would you advise the purchase of twenty copies of the same book rather than twenty different books? Give reason.
7. Why are so many of the poems of Longfellow and Whittier taught in the grades? Why so few of the poems of Lowell and Tennyson?
8. How should you teach the use of the dictionary?

**PRIMARY.**

9. Describe the word-method. Criticize it, giving both good and bad points.
10. Give the main ways you would use in supplementing the text in first-grade reading.
11. Describe and compare different methods of teaching beginners to read. What method or combination of methods do you regard as the best? Give your reasons.

**ANSWERS.**

1. Tennyson, *The Brook*, in sixth grade; Browning, *Good News from Ghent to Aix*, fifth grade; Lowell, *Vision of Sir Launfal*, eighth grade; Longfellow, *Evangeline*, eighth grade; Whittier, *Snow-bound*, seventh grade.
2. Primary purpose to give the children a picture of the early Dutch life in America.
3. *David*, third year; *Story of Roland*, fourth year; *Ulysses*, fourth year.
4. Not at all. (1) Children must get habit of finding information. (2) Must get habit of reading literature in these grades. (3) Lack of teachers in these grades capable of lecturing on literature, etc.



5. (1) Giving a list of books to the children. (2) Making the children welcome at the library. (3) Teaching them how to use the library.

6. Both ways are extreme. Far better to purchase ten sets of two each. The reason: The child or class has one book, the teacher the other. By this method the teacher is sure the children are reading the lessons correctly. The reader feels the honor of having the other book, therefore he makes a greater effort; he feels he has an audience that gets a story because of his reading, another incentive. Twenty sets would overcome the class because of the amount of reading material. One set would make the class feel poor indeed.

7. (a) The simplicity of language and theme. (b) Language and theme too difficult to make them popular with grades.

8. By giving lessons on the use of it. The children having dictionaries on the desk before them. Show the arrangement according to initial letter; show arrangement of second letter, etc.; show how to pronounce according to instructions; show definition; show how to decide which definition fits the case in hand.

9. The word-method requires that the teacher teach the form of the word, out of relation with other words. After seventy-five or eighty words have been so taught, the class may begin to use these known words in sentences. It is poor because it is so limited; children can retain so few words unless they are related. It is good because sometimes a child has to see the form of the word out of relation in order to get its form or meaning. All word-drill devices emphasize this phase of the word-method.

10. From the blackboard, from slips made from the texts of old readers, and from the use of books.

11. (a) Word-method, sentence-method and the phonetic method. See answer to nine for description of word-method. Sentence-method: Teacher places before the children a sentence which is read to them, and in relation words are taught. They are always seen in relation and always spoken in connection with other words. Phonetic method: Use both the word- and sentence-method for a few weeks, and then begin to give words their sounds, drilling so that, wherever the sound combination is found, the child can work out independently his words. (b) The phonetic, which is a combination of word and sentence. but goes one step farther. (c) It puts into the child's power the key to the language.

## GRAMMAR.

1. Classify the words in the following sentences:  
Imperious Caesar, dead and turned to clay,  
Might stop a hole to keep the wind away.
2. Analyze the foregoing sentence.
3. Write a sentence containing a nominative absolute, and parse the noun in such case.
4. Parse infinitives in the following: (a) He was about to depart. (b) He is tired of wasting his time in trifles.
5. Fill blanks with the proper pronouns, and state why you use the form you select: (a) Is it —? (b) Did you see — fall? (c) He is taller than —. (d) Yes, you and — were both invited.
6. What determines the gender, number, and person of a pronoun? The case?
7. Write a synopsis of the verb *blow*.
8. Define the subjunctive mode. The imperative. Give illustrations of each mode.

## PRIMARY.

9. Tell how you would study a picture with your class in order to make it the basis of a language-lesson.
10. How much, if any, formal grammar should be taught in primary grades? Explain your answer.
11. What is the importance of insisting upon correct forms in the primary grades?

## ANSWERS.

1. *Imperious, a, the* are adjectives. *Caesar*, proper noun. *Clay, hole, wind*, common nouns. *Dead, turned, might stop, to keep*, verbs. *To*, preposition. *And*, conjunction.
2. *Caesar* is the subject, modified by *imperious, dead, turned; to clay* is a prepositional phrase modifying *turned*. *Might stop* is the predicate, modified by *to keep*, an infinitive; *hole* is the object complement; *wind* is the object complement of *to keep*; *away* modifies *to keep*.
3. "Their commander being slain, they retreated." This is equivalent to "They retreated because their commander was slain," of which subordinate clause *commander* is the subject.
4. (a) *To depart* is the object of the preposition *about*; (b) *wasting* is the object of the preposition *of*.
5. (a) Is it *I*? predicate nominative. (b) Did you see *me* fall? object of *did see*. (c) He is taller than *I*, subject of sub-

ordinate clause. (d) Yes, you and I were both invited, subject nominative.

6. Gender, number, and person of a pronoun are determined by its antecedent. Its case is determined by the use in the sentence.

7. Principal parts: *blow, blew, blown*. Indicative mode: Present, *blow*; past, *blew*; future, *shall blow*; present perfect, *have blown*; past perfect, *had blown*; future perfect, *shall have blown*. Subjunctive mode: Present, (If) *blow*; past, (If) *blew*. Imperative mode: Present, *blow*. Infinitive mode: Present, (to) *blow*; perfect, *to have blown*. Participles: Present, *blowing*; present perfect, *having blown*.

8. The subjunctive mode is used to express what is uncertain, a supposition, or a wish. The imperative mode expresses a command, a request, or an entreaty.

9. Let pupils talk about the picture. Carefully supervise the language used.

10. None. It is not subject-matter for minds of this age.

11. Language-habit formation in correct usage.

#### DRAWING.

1. Make a simple, straight-line design for a rug.

2. Paint a plant-study from memory.

3. What is the value of memory-drawing?

4. Make a sketch of a small house, showing your knowledge of perspective.

5. Illustrate in water-colors, "September turns the green leaves brown."

6. Draw the historic ornament of the Egyptians.

7. Illustrate in water-colors, "In January falls the snow."

8. Name some ways to correlate drawing and language-work.

#### PRIMARY.

9. Write a short story suitable for first-grade pupils, and illustrate it with four pencil sketches.

10. How much time on the program of the first year primary should be devoted to drawing?

11. Name five themes suitable for drawing-lessons in the third grade, in the month of December.

#### MUSIC.

1. Define a cadence. Illustrate a perfect authentic; a plagal; deceptive.

2. Define a triad. Write all kinds from the root g.

3. Define each kind of measure, and illustrate each, placing the accent.

4. Use the bass-clef, and write the signatures for the following keys: G, A flat, D, F sharp, B, C, E flat, E.

5. Use tenor-clef and write the following: Key of D — sol, fi, fa, mi. Key of D flat — sol, si, se, sol. Key of F sharp — la, le, li, la. Key of A flat — mi, me, mi.

6. Trace the work in rhythm through the grades.

7. Give the points in the lesson on presenting signatures to a grade.

8. Bass-clef. Write the chromatic scale of D flat.

#### PRIMARY.

9. Name five good writers of simple songs suitable for primary grades.

10. How much attention should be given to the individual child, in the teaching of music, in the primary grades?

11. Outline a music lesson for pupils at the beginning of the first year of school.

#### ANSWERS.

1. A harmonic sequence of chords that expresses conclusion, repose, finality. The perfect authentic is the chord of the dominant followed by that of the tonic; also the chord of the dominant seventh followed by that of the tonic. Plagal cadence is the chord of the subdominant followed by that of the tonic. Deceptive cadence is formed by that of a chord foreign to that which is expected.

2. Triad is a chord consisting of a tone and its third and fifth. There are three principal triads: the tonic, subdominant, and dominant.

3. Measure is the space between two bars, representing a group of strong and weak beats. Most measures may be reduced to two types: one having a primary and a secondary accent, and one having a primary and two secondary accents.

4. In bass-clef: one sharp on fourth line; flats on first and third spaces and second and third lines; sharps on second space and fourth line; sharps on first, second, third, fourth spaces and on third, fourth lines; sharps on first, second, fourth spaces, third and fourth lines; no sharps nor flats; flats on first, third spaces, second line; sharps on second and fourth spaces, third and fourth lines.

5. Diagrams.
6. See Manuals.
7. The signature designates the key, affecting all notes of the same letter throughout the piece of movement. The points to teach would be sharps and flats, the number and placing of these, and the attention arrested as to the beginning of the piece, and when the notes of the same letter occur.
8. Drawing.
9. Smith, Gaynor, Bentley, Foster, Miessner.
10. Rote-singing of "The Golden Rod."

*The Educator-Journal.*

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## Outlines of Professional Study.

By S. Y. GILLAN.

### HABIT IN EDUCATION.

The ignorant man's habits tend to become rigidly fixed and to control him. On the other hand, rational education imparts the power of breaking old habits and forming new ones; thus the educated man becomes free and versatile. A workman lacking in intellectual training does not easily pass from one bodily or mental movement to another; his attention is not easily transferred from one line of activity to another, and if circumstances compel rapid change of attention, forcing him into unfamiliar channels of thought, he becomes disconcerted. He is under bondage to habit. It is not enough that the mind shall have the power to catch on forcefully like a lodestone, it must also be able to let go with equal facility, like the electromagnet, the will determining promptly and effectively whether the attention shall lay hold on an object of thought or let it alone. Rosenkranz put this in the brief statement: "We must discipline ourselves constantly to form and to break habits." A realization of the lack of freedom to which one is subject who is dominated by habit led Rousseau to advocate the extreme doctrine that the aim of the teacher should be to prevent the child from forming habits.

Actions often repeated tend to become automatic, that is, to become so habitual that when the action is once started, it is performed without conscious direction of the mind. Many common activities, such as the movement of the muscles in walking, writing, speaking, and of the mind, as in recalling things memorized, prop-

erly and necessarily become matters of automatic or reflex habit; but one who works continuously for a long time at that which demands only a repetition of habitual actions becomes narrowed and incapacitated for further mental growth. This is one reason why the schoolmaster who takes no part in the general movement of affairs usually degenerates in a few years, and becomes as inconsequential as a nonpareil cipher with the rim knocked off.

The importance of forming correct habits during the so-called plastic period is profoundly significant, but the "plastic period" may extend far beyond the period of youth. Many a man has learned to ride a bicycle after he was sixty; Cato learned Greek at eighty. If the power to *catch on and let go* has been cultivated, one may take up a new occupation late in life and succeed. It is said that genius is sometimes only another name for hard work; it may also be only another name for this habit of versatility.

The doctrine that success depends on learning one thing well and confining one's life-work to that one thing, is not based on sound psychological principles; it is contrary to the best teaching on the subject of habit. The Jack of all trades and master of none is usually as intelligent and more useful than the man of one idea, whose mind runs in a narrow groove of habit. The freedom which in this country allows every one to violate the maxim, "The shoemaker should stick to his last," has developed a versatility which adds much to the general intelligence of the people.

In view of the narrowing influence of habit, it is not altogether a matter of regret that American teachers are a vagabond class. The vagrant life which most of them lead is at least conducive to that necessary change which is a wholesome antidote to the routine that so easily crystallizes into fixed habit.

Among the first habits which the school should impress on the child are the habits of order and obedience. The child comes from one form of institutional life, the home, where a large measure of spontaneity is permissible, into another form, where the interests and rights of his fellows, the responsibility of community life, come into prominence. Restraints are now placed upon him; things are forbidden which in themselves are harmless, but which the requirements of good order and the rights of others make inexpedient. The very machinery of a well-regulated school, the good order, quiet, regular movement, the time program, the preparation of tasks, etc., tend to fix habits which become a part of character and to have a great moral value. — *The Western Teacher*.

### Vermischtes.

**Der älteste Musiker.** Die Ursprünge aller Musik sind noch einigermaßen in Dunkel gehüllt. Alles, was bisher darüber geschrieben oder gesprochen worden ist, hat im großen und ganzen nur den Wert einer Hypothese. Schon oft ist die Frage aufgeworfen worden: Wer ist der älteste Musiker der Welt, von dem überhaupt ein Werk auf uns gekommen ist? Wenn wir diese gewiß hochinteressante Frage jetzt beantworten können, so ist dies das Verdienst zweier bedeutender französischer Forscher, die in der Pariser Akademie der Wissenschaften über diesen Gegenstand grundlegende Erklärungen abgaben. Collin sowohl als auch Theodor Reinach haben sich sehr intensiv mit den Funden beschäftigt, die französischen Archäologen in Delphi geglückt sind, und die für die Musikgeschichte des grauesten Altertums ungeahnte Bedeutung gewonnen haben. Unter diesen Funden befand sich nämlich auch ein musikalischer Hymnus, den Collin für das älteste überhaupt bekannte Musikstück hält. Auf Grund einer bezwingenden Beweisführung kommt der Forscher zu dem Schluß, man müsse in dem letzten Buchstaben des Hymnus den Namen seines Dichters und Komponisten erkennen. Er ist *Vimenios*, der Sohn des *Thoinos*, der einer athenischen Künstlervereinigung, der Gesellschaft der dionysischen Künstler, als *Kitharöd* (Zitherspieler und zugleich Sänger) angehörte. Sein Hymnus bedeutet in Wort und Ton eine Verherrlichung der *Pythaiden*, jenes Festes, das man in Delphi dem *Apollo* zu Ehren feierte. Wie Collin festgestellt hat, geht dieser musikalische Festhymnus auf das Jahr 138 v. Chr. zurück. Somit wäre also *Vimenios*, der Athener, der älteste wirkliche Musiker der Welt und sein delphischer Festhymnus die erste Komposition, die aus hellenischer Vorzeit auf die Nachwelt gekommen ist. — Theodor Reinach legte in der gleichen Sitzung der Akademie einen zweiten delphinischen Hymnus aus späterer Zeit vor, den er dem *Thoas*, einem Kunstgenossen des *Vimenios*, zuschreibt. Damit dürfte die Frage nach dem ältesten Musiker und seinem Werk endgültig der Lösung entgegengeführt worden sein. (Wkjslbl.)

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### Literarisches.

*A WHITE FIELD.* By G. W. Lose. Concordia Publishing House, St. Louis, Mo. Price, 35 cts.

The Juvenile Literature Board, which is supplying the market with literature for the young, has added a splendid little volume to the well-established Red Book Series. In *A White Field* the writer takes the young



mind to the Red Run Valley, just south of the Cumberland Valley, to a mining station, where he acquaints it with a young missionary, vividly describing his hopes, his painstaking faithfulness, his toilsome labor, which seemingly was in vain, but finally was crowned with splendid success, which convinced the young pastor that the erstwhile unpromising field was now white to harvest. This book will make a fine Christmas gift for our youth.

W. C. K.

*PROCEEDINGS OF THE EIGHTH CONVENTION OF THE ATLANTIC DISTRICT* of the Ev. Luth. Synod of Missouri, Ohio, and Other States. Concordia Publishing House, St. Louis, Mo. Price, 12 cts.

These Proceedings are printed in both German and English. Boards and committees are requested to write their reports and financial statements in English after this.

W. C. K.

*OUTLINE OF THE COURSE OF STUDY FOR LUTHERAN SCHOOLS.* With *Supplement*. Concordia Publ. House, St. Louis, Mo. Price, 5 cts.

All teachers in our schools ought to have a copy of this *Outline*, even though they may not be in a position to follow it in its entirety. It will, at least, give a clear idea of what may be accomplished by a systematic course of instruction. Even the teacher in the ungraded school will benefit by a close study of the *Outline*, and may adopt many of the suggestions given, although in some cases he must modify what is outlined to conform to the peculiar difficulties under which he must labor.

M.

*Es waren Hirten.* Weihnachtskantate für gemischten Chor von H. A. Schumacher. Preis: 25 Cts.; das Duzend \$2.25, Porto extra. Zu beziehen von H. A. Schumacher, 808 Vine St., Watertown, Wis.

Diese Komposition reiht sich den früher aus derselben Feder geflossenen würdig an. Sie bietet viel Abwechslung, da sie für Chor, vier Solostimmen und Duett geschrieben ist. Deutscher und englischer Text sind untergelegt.

A. I.

*CHRISTMAS EVE.* For children's or ladies' chorus. Preis: 15 Cts.; das Duzend \$1.25; 100: \$7.00. Zu beziehen vom Komponisten, A. L. Wendt, 2719 S. Karlov Ave., Chicago, Ill.

Eine gefällige Komposition für zweistimmigen Kinder- oder Damenchor mit deutschem und englischem Text.

A. I.

*Fröhlich soll mein Herze springen. CHRIST IS BORN.* Zusammen- gestellt von J. Gieschen, Lehrer. Northwestern Publishing House, Milwaukee, Wis. Preis: 5 Cts.; das Duzend 50 Cts.; 100: \$3.00.

Eine ansprechende deutsch-englische Weihnachtsfeier mit ausschließlicher Verwendung altbekannter Weihnachtslieder.

B. C. K.

**Ehre sei Gott in der Höhe. GLORY TO GOD IN THE HIGHEST.**

Gemischter Chor und Orgel. Preis: 20 Cts., Porto extra.  
 Sechs- und achttimmige Komposition von Fr. Maherhoff,  
 vereinfacht und vierstimmig bearbeitet von Fr. Reuter. Mit  
 kurzem, schönem Sopransolo. Verlag: Prof. Fr. Reuter,  
 126 N. Washington St., New Ulm, Minn.

Wer längere, gediegene und streng kirchliche Weihnachtsmusik mit seinem Chor einzuüben wünscht, der greife nach obiger Komposition. Sie bietet sechs Seiten Text und Noten für Chor und Orgel. Dirigenten unserer gesuchten Chöre werden es Prof. Reuter danken, daß er diese ausgezeichnete Komposition unsern Chören zugänglich gemacht hat. Von Interesse dürfte es sein, daß der als feinfühligster Kirchenmusiker bekannte Komponist Dirigent des berühmten Nibelvereins in Leipzig und Organist an der Jakobikirche in Chemnitz ist.

M. L.

**Unser Heiland ist geboren. OUR SAVIOR IS BORN.** Wechselgesang

(vier Gruppen) für Kinder- oder Frauenstimmen mit leichter Orgelbegleitung. Preis: 20 Cts. netto; 25: \$4.00; 50: \$7.50. Zu beziehen vom Komponisten, Prof. Fr. Reuter, 126 N. Washington St., New Ulm, Minn.

Ein zweiter Beitrag Prof. Reuters für das kommende Weihnachtsfest. Auf die für Einzelstimmen verabschiedeten vier Gruppen dieses Wechselgesanges folgt der Schluß zweistimmig oder für Frauenchor dreistimmig. Der einstimmige Teil umfaßt mit Orgelbegleitung zwei, der mehrstimmige Satz eine Seite. Da vielerorts die Chöre infolge des Militärdienstes fast gar keine Männerstimmen mehr aufzuweisen haben, so wird mancher Dirigent sich freuen, hier ein Festlied für die ihm noch übriggebliebenen Frauenstimmen vorzufinden.

M. L.

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**Einführungen.**

Am 12. Sonnt. n. Trin. wurde Kand. A. Sachtleben als Lehrer eingeführt von

P. C. Rosin.

Am 13. Sonnt. n. Trin. wurde Kand. Walter Schüler als Lehrer an der Schule der St. Johanniskirche zu Beardstown, Ill., eingeführt von

P. C. Heinemann.

Am 14. Sonnt. n. Trin. wurde Kand. W. G. Homeier als Lehrer an der Schule der St. Johanniskirche zu Atwater, Minn., eingeführt von

P. F. C. Rathert.

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**Altes und Neues.****Inland.**

Kurze Mitteilungen aus verschiedenen Lehranstalten. Das Seminar in Mount Airy, Pa., und das Seminar der Norweger in St. Paul haben postgraduate courses für Pastoren und für Kandidaten der Theologie eingerichtet. — Das Wagner-College hat das neue Schuljahr in seinem neuen

Heim auf Staten Island, N. Y., eröffnet. Bisher befand sich diese Anstalt in Rochester, N. Y. — Prof. G. Gast vom Luther-Seminar in St. Paul ist der Nachfolger des verstorbenen Prof. G. Schodde am theologischen Seminar der Synode zu Columbus geworden. Dies Seminar hat einen Korrespondenzkursus für Pastoren eingerichtet. Der Regel nach soll derselbe vier Jahre erfordern. — Das aus vierzehn Synoden bestehende Generalkonzil hat 10 Colleges, 5 theologische Seminare, 7 Akademien und eine höhere Töchter Schule für Mädchen. — Im Hartwid-Seminar zu Hartwid, N. Y., wurden im vergangenen Schuljahr 72 Studenten von 12 Lehrern unterrichtet.

M. L.

**Schools of Nation Dropping German.** — Fourteen States have abolished the teaching of the German language in the schools, and in sixteen others a campaign to eliminate German is under way, according to an announcement made by the American Defense Society. Many cities in the sixteen States where the campaign against the study of the German language is in progress have thrown German out of their schools, but the State itself has not taken decisive action, says the announcement of the society, which has been conducting a campaign against the study of German in the public schools. This announcement was based upon a canvass of the States and cities conducted by Dr. Perry A. Dickie of New York. The States listed as having abolished the study of the German language from their schools are: Alabama, California, Connecticut, Delaware, Louisiana, Maine, Mississippi, Montana, North Dakota, Oklahoma, South Dakota, Tennessee, Utah, and West Virginia. The following States, it is announced, have under consideration the abolition of the teaching of German: Arizona, Arkansas, Florida, Georgia, Idaho, Indiana, Kansas, Michigan, Missouri, New Jersey, New York, Ohio, Rhode Island, Texas, Virginia, Wisconsin. The society announced that the following cities have wholly or partly "thrown out" the study of German from their schools: New York; Philadelphia; Washington; Seattle, Wash.; Louisville, Ky.; Portland, Oreg.; Jersey City, N. J.; Grand Rapids, Mich.; Des Moines, Iowa; Elizabeth, N. J.; Passaic, N. J.; Tacoma, Wash.; Bayonne, N. J.; Wheeling, W. Va.; Mount Vernon, N. Y.; Pawling, N. Y.; Alton, Ill.; Champaign, Ill.; Charleroi, Pa.; Eugene, Oreg.; St. Mary's, Pa.; Cliffside Park, N. J.; Quakertown, Pa.; Glen Cove, L. I. — *Chicago Tribune*.

### Ausland.

Das Concordia-College unserer Schwester-Synode in Australien hatte im Schuljahr 1917 im ganzen 53 Schüler, von denen sich sechs in der theologischen Klasse befanden. Direktor C. F. Gräbner berichtet u. a. im *Australian Lutheran*: "In November seventeen students of the Senior Class sat for the Senior Public Examination of the Adelaide University, and of the seventeen ten passed in five or more subjects, three passed in four subjects, two in less than four subjects, and one only failed entirely. Of the many hundreds of candidates who went up for the examination one of our students gained the first position and the highest honors."

M. L.